



WORKING CONDITIONS AND TEACHER'S PRODUCTIVITY IN PUBLIC SECONDARY SCHOOLS IN CALABAR METROPOLIS, CROSS RIVER STATE, NIGERIA

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ABSTRACT

The study investigated the relationship between working conditions and teachers productivity in public secondary schools in Calabar metropolis, Cross River State, Nigeria. The study tested a null hypothesis. Ex-post facto research design was adopted for the study. A sample of 260 teachers were randomly selected for the study. The selection was done using stratified random sampling technique and simple random sampling technique in order to give equal opportunity to all the members of the population to be selected. Working Conditions and Teachers' Productivity Questionnaire (WCTPQ) was the instrument used for the data collection. The instrument was subjected for validation. The reliability estimate of the instrument was established through trial test and the reliability co-efficient obtained using Crobach Alpha method. Pearson product moment correlation analysis was used for data analysis. The hypothesis was tested at .05 level of significance with relative degrees of freedom. The result revealed that there is a significant relationship between working conditions and teachers productivity. Based on this finding, it was recommended that government and schools management should provide and implement conducive working conditions to the teacher to enhance their productivity.

INTRODUCTION

Education enhances human capacity development and also the bedrock for every development that takes place in the society. Human capacity building through education is the only viable solution to solve the problem of low productivity and unskillfulness (Ekpo, Egbula & Abang, 2016). Okure (2004) opined that to achieve occupational productivity of teachers requires conducive working conditions. Teachers play an important role in the day to day running of educational institutions.

Consequently, the provision of conducive working conditions is a fundamental concern of government and management of institution of learning (Onabe, Ekpo, Kazon and Aduntan, 2024). Teachers productivity in public secondary schools is very important not only for the growth of the schools, but also for the growth of the individual teacher and nation at large (Ekpo and Onabe, 2024).

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Cascio (2010) stated that employees productivity is the assessment of the efficiency of an employee. It is very vital because it goes a long way in determining the success of the organization. Nnaji, Ekpo and Uchechukwu (2024) made it known that universities Management in Nigeria is facing slot of challenges in their working conditions as a result of government neglect in terms of funding. The issue of poor working conditions as regarding poor funding in government institutions of learning has causes teachers low productivity (Onabe, Ekpo, Akuh and Edoho, 2024). The challenges of working conditions as a result of inadequate funding are complex and multifaceted (Onabe, Ekpo, Inah , 2024).

Akinyele (2010), stated that employees high level of productivity can be seen in the following ways: that less time would be wanted because the employees will be more focused on their work as well as the outcomes. A major problem confronting many public secondary schools in Calabar metropolis and Cross River State at large is low productivity. It refers to the inability of employees to perform up to expectation. It is a condition where one or more employee's complete tasks inefficiently or the slow rate and inefficiently of work (Bowman, 2011). Information and communication technology has become a key tool for the successful performance of tasks in organizations . Since its emergence, it has also brought tremendous innovations and achievements in the field of education (Nnaji, Ekpo and Onabe, 2024).

The effect of the low productivity in our schools cannot be over emphasized. Employees occupy a strategies role and position in any organization and they are responsible for converting input to productive outputs. They ought to be adequately compensated to enhance productivity in any organization (Ekpo & Ndum, 2021). Syed (2012) stated that motivation is the internal process that activates, guides and maintains behaviour (specially goal directed behaviour). It being with the realization that individuals have needs or expectations that they want to meet. These needs results in a driving force or behave to accomplish desired goals. Accomplishing the desired goals give a sense of satisfaction which ultimately leads to higher productivity.

These provision of conducive working conditions like comfortable offices, welfare packages, accommodations etc. by management of any organization or institution ensures the wellbeing of employees and also enable them perform their duties efficiently which translate to higher productivity and attainment of organizational goals and objectives. It is against this background that the researcher investigated whether there is any relationship between working conditions and productivity in public secondary schools in Calabar metropolis, Cross River State, Nigeria.

STATEMENT OF THE PROBLEM

Schools rely on it teachers to impact knowledge on the students. The focus of any institution of learning is to improve the quality of students graduating from such institution. The performance of teachers in the institution are expected to be the best in order to achieve higher productivity. But contrary to this expected performance and producing from the teacher, their productivity level has fallen below standard, which is a major problem confronting public secondary schools in calabar metropolis.

The researcher observed that teachers in public secondary schools in calabar metropolis do not put in their best in the performance of their duties, their service delivery is low, they come to work late, some don't prepare their lesson note and general laxity among those who believes that government work is nobody's work. Over the years there have been concerted effort by the government and schools management to enhance the productivity level of teachers in institutions of higher learning, but productivity remains relatively low. Low productivity has in recent time been a matter of great concern to the government, schools management, parents and researchers many argument have been canvassed on the causes of low productivity, some blame it on lack of training, lack of incentive etc. It is on this premise, that the researcher investigated to determine the relationship between working conditions and teachers productivity in public secondary schools in Calabar Metropolis?

Objective of the Study

To determine the extent to which working conditions relates to teachers productivity.

Research question

How does working conditions relates to teachers productivity?

Statement of hypothesis

One hypothesis was formulated to guide the study

- 1) There is no significant relationship between working conditions and teacher productivity

Research methods

The research adopted ex-post facto. This design was considered appropriate because the researcher has no direct control of the independence variable (Isanedihi, Joshua, Asim & Ekuri, 2004). The study consisted of all teachers in public secondary schools in Calabar Metropolis. The study population is eight hundred and sixty two (862) teachers. The sample was obtain using stratified random sampling techniques. The sample size for the study was 280 teachers.

The data for the study was collected using questionnaire titled: Working Conditions and Teachers Productivity Questionnaire (WCTPQ). (WCTPQ) was divided into three sections, section A deals with the respondents demographic data, section B contain 20 structured items measuring the independent and section C contain 10 structured items measuring dependent variables, whose score were graded on a four-point modified Likert scale. The instrument was face and content validated by experts in measurement and evaluation and the items found unstable were either expounded or reconstructed. The reliability of the instrument was established through trial test using conbach's alpha co-efficient with co-efficient ranging from 0.80-0.90. The figure confirmed that the instrument is reliable. 280 copies of questionnaire were distributed while 252 copies were returned, indicating 90% return rate. Pearson Product Moment Correction co-efficient analysis was used for data analysis at 0.05 level of significant with a relative degree of freedom.

Results

Ho: There is no significant relationship between working conditions and teachers productivity.

Pearson Product Moment Correlation Coefficient analysis of the relationship between working conditions and teachers productivity in public secondary schools in Calabar Metropolis, Cross River State.
N = 252

Variables	\bar{X}	SD	R	Sig.
Working conditions	13.28	1.28		
Teachers productivity	12.34	1.20	0.72	.000

Significant at 0.05, df = 250, r – value = 0.124

The result of the analysis shows that the calculated r-value of 0.72 is greater than the critical value of .124 at .05 level of significant with 250 degree of freedom. This implies that the result is significant. Therefore, the null hypothesis was accepted. This implies that there is a significant relationship between working conditions and teachers productivity.

DISCUSSION OF FINDING

The result revealed that there is a significant relationship between working conditions and teachers productivity. This necessitated the rejection of the null hypothesis and the acceptance of the alternative hypothesis.

The findings of the study is in agreement with the result o the findings of a study carried out by Ali (2013) on relationship between working conditions and employees productivity in manufacturing companies in sub-saharan African context. The result indicated a positive correlation between working conditions and productivity. This implies that when the working conditions of the job is not comfortable and according to the needs of the employees, their productivity is affected by bad working conditions. This finding corresponds with that of Chandresan (2011) who agreed that when employees are provided with conducive working condition, they are happy and perform maximally, but when the working condition are not conducive, they work less thereby resulting in low productivity. Also, Ekpo & Ndum (2021) agreed that in organizations, where employees are exposed to stressful working conditions, effectiveness and productivity are negatively influenced and there is a negative impact on the delivery of service.

Kyko (2010) also supported that conducive work environment gives pleasurable experience to employees and enable them to actualize their abilities and behaviour. In line with the finding of this study, Akinyele (2010) agreed that decent teachers make additional contributions to employee's performance. Employees value work conditions as essential ingredient to their satisfaction, requiring regular maintenance and replacement of facilities that aid their comfort and reduce the stress of abandoning their duties in search of convenient place where comfortable facilities are not only put in place but also maintained regularly for optimum enjoyment of their workplace.

CONCLUSION

Based on the finding, the study revealed that there is a significant relationship between working conditions and teachers' productivity. It is therefore concluded that working conditions has a significant relationship with teachers productivity.

RECOMMENDATIONS

- (1) Government and employer of labour should provide employees with comfortable and conducive working conditions to enhance productivity.
- (2) Regular maintenance and replacement of facilities that aid employees comfort and reduce

stress should be of serious concerned to the employers.

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